Visualizing

Gr. 5

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| Exceptional  10 | Student uses the clues provided by the author to describe pictures using the language from the text. The student begins to explain how the visualization aids in comprehension. |
| Proficient  9 | Student describes pictures at a literal level, elaborating on the words in the text. |
| Developing  8 | Student creates visual images that are not linked to the text. Pictures are at a concrete level. |
| Emerging  7 | Student does not describe images from the story. |

Making Inferences Rubric

Gr. 5

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| Exceptional  10 | Student makes logical predictions and/or inferences, using the text as support. Student draws conclusions from the text and begins to explain how the inferences aid in deeper understanding of the text. |
| Proficient  9 | Student makes logical inferences and checks text for accuracy and proof. Student may combine information from the text with background knowledge to make an inference. |
| Developing  8 | Student makes inference that is not connected to information in the text. |
| Emerging  7 | Student does not make an inference or has no idea what the author’s message is. |

Determining Important Ideas Rubric

Gr. 5

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| Exceptional  10 | Student identifies the main idea of the text , providing at least three supporting details or elements from the text. The student distinguishes between important and interesting information. Student begins to explain how this aids in deeper comprehension. |
| Proficient  9 | Student begins to identify the specific topic or theme in the text providing relevant details from the text. Student begins to recognize difference between important and interesting information. |
| Developing  8 | Student identifies the general idea of the text, providing one relevant detail. |
| Emerging  7 | Student cannot tell what is important in text. |

Understanding Text Structure Rubric

Gr. 5

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| Exceptional  10 | Student discusses ways in which text features focus the reader’s attention, permitting the reader to recall important information and make inferences. |
| Proficient  9 | Student describes how the text features are central to the meaning. |
| Developing  8 | Student can use text features to find answers to specific questions. |
| Emerging  7 | Student lists one or more text feature, but is unable to explain how it/they help the reader. |

Wondering/Questioning Rubric

Gr. 5

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| Exceptional  10 | Student uses questions to challenge the validity of text or author’s stance/motive or point of view and to enhance his/her understanding of the text; questions may be rhetorical and lead to interesting discussion. Student can explain how asking questions enhances understanding. |
| Proficient  9 | Student asks questions to enhance meaning of text (critical response, big idea); may explain how asking questions deepens comprehension. |
| Developing  8 | Student asks questions to clarify meaning. Student generates questions using the 5 “W” words (who, what, where, when and why) and how. |
| Emerging  7 | Student asks literal questions that relate to the text. |

Summarizing

Gr. 5

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| Exceptional  10 | Student writes a summary that accurately and thoroughly summarizes the main point of the text. |
| Proficient  9 | Student writes a summary that accurately summarizes the main point of the text. |
| Developing  8 | Student writes a short summary that partially summarizes the text but misses the main point. |
| Emerging  7 | Student cannot summarize the text. |

Synthesizing

Gr. 5

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| Exceptional  10 | Student uses important details or events to draw conclusions not stated in the text. Knowledge is expanded because the student is able to think critically about the text,, merging new information with background knowledge to demonstrate how his/her thinking has evolved. |
| Proficient  9 | Student is able to provide basic summary or retelling of the text, including most of the important information to draw conclusions, but does not add own thinking yet. |
| Developing  8 | Student lists events or facts and begins to use own words but does not show his or her own thinking about the text. |
| Emerging  7 | Student does not synthesize text. Synthesis is based on recall of the author’s exact words, without tieing ideas together to extend understanding. |